

**Accountability System Development for 2014**  
**Accountability Technical Advisory Committee (ATAC)**

**2014 ATAC Accountability Development**  
**Postsecondary Readiness Distinction Designations**

**Background.** HB 5 expanded the distinctions designations for districts and campuses for outstanding performance in attainment of postsecondary readiness. However, Index 4 outcomes cannot be used for Postsecondary Distinction Designations since additional indicators are specifically required by House Bill 5 for this distinction designation.

Table 1 summarizes the statutory requirements for indicators required to be incorporated in the postsecondary readiness distinction designations.

<b>Table 1: Comparison of Indicators Available for Index 4 and Postsecondary Readiness Distinction Designations</b>		
<b>Indicator</b>	<b>Postsecondary Readiness Indicators Available for Use in 2014</b>	
	<b>Index 4: Postsecondary Readiness</b>	<b>Distinction Designations for Postsecondary Readiness</b>
<b>Indicators Referenced in TEC §39.053 of House Bill 3 (2009)</b>		
(1) the results of assessment instruments required under Sections 39.023(a), (c), and (l), including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including.....	% at Final Level II or above on one or more STAAR tests	% at Final Level II or above on one or more STAAR tests
(2) dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education; and	Class of 2012 four-year graduation rate and Class of 2011 five-year graduation rate. Annual dropout rate for grade 9-12 if no graduation rate available.	Class of 2012 four-year graduation rate and Class of 2011 five-year graduation rate. Annual dropout rate for grade 9-12 if no graduation rate available.
(3) high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.)	Class of 2012 four-year and Class of 2011 five-year RHSP/DAP rates	Class of 2012 four-year and Class of 2011 five-year RHSP/DAP rates
<b>Indicators Referenced in TEC §39.053 of House Bill 5 (2013)</b>		
(4) the percentage of students who successfully completed the curriculum requirements for the <u>distinguished level of achievement under the foundation high school program</u> ;	Not evaluated in 2014, since it is based on new high school graduation requirements for future graduates	Not evaluated in 2014, since it is based on new high school graduation requirements for future graduates
(5) the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1); and	Not evaluated in 2014, since it is based on new high school graduation requirements for future graduates	Not evaluated in 2014, since it is based on new high school graduation requirements for future graduates

**2014 ATAC Accountability Development Target Review and Decision Points**

<b>Table 1: Comparison of Indicators Available for Index 4 and Postsecondary Readiness Distinction Designations</b>		
<b>Indicator</b>	<b>Postsecondary Readiness Indicators Available for Use in 2014</b>	
	<b>Index 4: Postsecondary Readiness</b>	<b>Distinction Designations for Postsecondary Readiness</b>
(6) at least three additional indicators of student achievement to evaluate district and campus performance, which must include either: (A) the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); or	College-Ready Graduates Indicator: Class of 2012 graduates meeting TSI college readiness standards based on TAKS, SAT, or ACT in either reading/ELA or mathematics reported for the first time in February 2014 on Texas Performance Reporting System reports.	College-Ready Graduates Indicator: Class of 2012 graduates meeting TSI college readiness standards based on TAKS, SAT, or ACT in either reading/ELA or mathematics reported for the first time in February 2014 on Texas Performance Reporting System reports.
(B) the number of students who earn: (i) at least 12 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1); (ii) at least 30 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1); (iii) an associate's degree; or (iv) an industry certification.	Not evaluated in 2014, since it is based on new high school graduation requirements for future graduates	Not evaluated in 2014, since it is based on new high school graduation requirements for future graduates
(c-1) An indicator adopted under Subsection (c) that would measure improvements in student achievement cannot negatively affect the commissioner's review of a school district or campus if that district or campus is already achieving at the highest level for that indicator.	n/a	n/a
(c-2) The commissioner by rule shall determine a method by which a student's performance may be included in determining the performance rating of a school district or campus under Section 39.054 if, before the student graduates, the student: (1) satisfies the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); or (2) performs satisfactorily on an assessment instrument under Section 39.023(c),	SAT and ACT performance are included in the College-Ready Graduates indicator referenced above.	n/a

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Table 1: Comparison of Indicators Available for Index 4 and Postsecondary Readiness Distinction Designations		
Indicator	Postsecondary Readiness Indicators Available for Use in 2014	
	Index 4: Postsecondary Readiness	Distinction Designations for Postsecondary Readiness
notwithstanding Subsection (d).		
Indicator Referenced in TEC §39.202 of House Bill 5 (2013)		
(1)(A) Performed satisfactorily, as determined under the college readiness performance standard under Section 39.0241, on assessment instruments required under Section 39.023(a), (b), (c), or (l), aggregated across grade levels by subject area	% at Final Level II or above on one or more tests	% at Final Level II or above on one or more tests
OR (1)(B) Met the standard for annual improvement, as determined by the agency under Section 39.034, on assessment instruments required under Section 39.023(a), (b), (c), or (l), aggregated across grade levels by subject area, for students who did not perform satisfactorily as described by Paragraph (A)	Evaluated in Index 2: Student Progress	% Met or Exceeded Progress by subject as reported on Index 2 Data Tables
(2)(A) Students who earned a nationally or internationally recognized business or industry certification or license	Data are not currently collected.	Data are not currently collected.
(2)(B) Students who completed a coherent sequence of career and technical courses	Data are available, but not currently reported in this manner.	Data are available, but not currently reported in this manner.
(2)(C) Students who completed a dual credit course or an articulated postsecondary course provided for local credit	Advanced Course/Dual Enrollment Completion in 2011-12 as reported on the 2013 Texas Academic Performance Report (TAPR). See note 1 below on modeling options.	Advanced Course/Dual Enrollment Completion in 2011-12 as reported on the 2013 Texas Academic Performance Report (TAPR).
(2)(D) Students who achieved applicable College Readiness Benchmarks or the equivalent on the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), the American College Test (ACT), or the ACT Plan assessment program	SAT and ACT performance are included in the College-Ready Graduates indicator referenced above.	SAT mean score from the summed critical reading, mathematics, and writing scores as reported on 2013 TAPR;  ACT mean score of the composite score as reported on 2013 TAPR; and  SAT/ACT met criterion as reported on 2013 TAPR.

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<b>Table 1: Comparison of Indicators Available for Index 4 and Postsecondary Readiness Distinction Designations</b>		
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	<b>Index 4: Postsecondary Readiness</b>	<b>Distinction Designations for Postsecondary Readiness</b>
(2)(E) Students who received a score on either an advanced placement test or an international baccalaureate examination to be awarded college credit	n/a	AP/IB percent met criterion across any tests taken as reported on 2013 TAPR.  Percent tested on AP/IB as reported on the 2013 TAPR. See note 2 below on indicator definition.
(3) Other factors for determining sufficient student attainment of postsecondary readiness	TBD	TBD

Shaded cells illustrate indicators that are evaluated in Index 4: Postsecondary Readiness and distinction designations for postsecondary readiness.

Note 1: The modeling results of the four options for Index 4 do not include the advanced course/dual enrollment completion indicator.

Note 2: At the December 5-6, 2013 ATAC meeting, the ATAC recommended a review of the current definition to adjust the denominator of this indicator. Currently the AP/IB Percent Tested is defined as the percent of students in grades 11 and 12 taking at least one AP or IB examination in any subject. In summer/fall 2014, agency staff will analyze the grades 8-10 AP data to see if the development of an indicator at these grades is warranted.

**Campus Distinction Designations Methodology:** Apply the campus comparison group methodology used for Academic Achievement distinction designations. Campuses in the top 25% of the campus comparison group are assigned the postsecondary readiness distinction designation. The postsecondary readiness distinction designation indicators are evaluated for All Students only. Student groups are not evaluated separately. Minimum size requirements of 10 students apply to all indicators.

- Elementary and middle school campuses in the top quartile of their campus comparison group in performance on Index 4: Postsecondary Readiness earn this distinction designation. For these campuses, the postsecondary readiness distinction designation is based on STAAR performance at the final Level II performance standard.
- High schools in the top quartile on at least 33% of the eligible measures, listed in Table 2 below, receive a distinction designation.

**Table 2: Postsecondary Readiness Distinction Indicators by Campus Type and Subject**

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<b>AADD Indicator</b>	<b>High School</b>	<b>Middle School</b>	<b>Elementary</b>	<b>K-12</b>
% at Final Level II or above on one or more STAAR tests	Any Subject (based on Index 4 outcome)	Any Subject (based on Index 4 outcome)	Any Subject (based on Index 4 outcome)	Any Subject (based on Index 4 outcome)
Class of 2012 four-year graduation rate and Class of 2011 five-year graduation rate	Yes	n/a	n/a	Yes
Class of 2012 four-year and Class of 2011 five-year RHSP/DAP rates	Yes	n/a	n/a	Yes
Class of 2012 graduates meeting TSI college readiness standards based on TAKS, SAT, or ACT	Reading/ELA or Mathematics	n/a	n/a	Reading/ELA or Mathematics
% Met or Exceeded Progress as reported on Index 2 Data Tables	2015 and beyond	n/a	n/a	2015 and beyond
Advanced/Dual Enrollment Course Completion	Any Subject	n/a	n/a	Any Subject
SAT Performance: Mean Scale Score	Critical Reading, Mathematics, and Writing Scores	n/a	n/a	Critical Reading, Mathematics, and Writing Scores
ACT Performance: Mean Scale Score	ACT Composite Score Across All Content Areas	n/a	n/a	ACT Composite Score Across All Content Areas
SAT/ACT Performance: Met Criterion	Critical Reading or Mathematic	n/a	n/a	Critical Reading Or Mathematics
AP/IB percent met criterion	Any Subject	n/a	n/a	Any Subject

**District Distinction Designations Methodology:*****Option 1: Select a statewide absolute target for each of the postsecondary distinction indicators.***

This option is similar, but not identical, to the Gold Performance Acknowledgments (GPAs) that were assigned to districts and campuses in the previous state accountability during the 2002-03 through the 2010-11 school years. Districts were eligible to receive GPAs on thirteen different indicators. Districts were required meet the GPA standard for the indicator for the All Student group and the five student groups evaluated for state accountability, where applicable.

This option requires recommendations from the ATAC on the specific indicators evaluated, the student groups evaluated (All Students only or All Students and other student groups), the indicator target, and the percent of indicators meeting their respective targets in order for the district to earn the postsecondary readiness distinction.

**Advantages:**

- Rewards outstanding achievement based on overall district performance

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### Disadvantages:

- If targets are unrealistic, then the vast majority of districts will have little incentive to strive to earn the postsecondary readiness distinction designation.

Attachment: Statewide distributions and district Analyze results are provided for the following potential postsecondary readiness indicators: 2012 Advanced Courses\Dual Enrollment Completion Rate; 2013 Texas Success Initiative Reading/ELA Rate; 2013 Texas Success Initiative Mathematics Rate; 2012 College-Ready Graduates Rate: Both Subjects; AP/IB Percent of Students Above Criterion; SAT/ACT Percent of Students Above Criterion.

Attachment: GPA Multi-Year Performance By Student Group, Multi-Year Standards and Campus Results, Multi-Year Standards and District Results for 2003 – 2011

### ***Option 2: Select a statewide target for the percent of campuses within a district that attain postsecondary distinction designations.***

ATAC recommends a rule that would disqualify a school district from a postsecondary distinction if any high school campus in the district fails to meet Index 4. This option requires recommendations from the ATAC on the percentage of campuses achieving a postsecondary readiness distinction designation in order for the district to earn the postsecondary readiness distinction.

### Advantages:

- Applies distinction designations to districts based on the ability of individual campuses to outperform their peer campuses in their campus comparison groups.

### Disadvantages:

- A percentage target that is appropriate for small school districts (number of campuses is less than 5) may not be appropriate for large school districts (number of campuses is greater than 100)

Attachments: Since modeling results are not available for the campus-level postsecondary distinctions, the attached analyses provide the number and percent of campuses who achieved one, two, three, or one or more distinction designations in 2013.